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ABSTRACT

In 1974, the San Mateo Community College District (SMCCD) organized a District Master Planning Committee (DMPC), which was charged with outlining a planning program for the District which would be responsive to individual and community needs. The DMPC was comprised of student, staff, and community representatives, and was aided by a District Master Planning Staff, and three College Master Planning Committees, one from each of the District colleges. This document presents the DMPC master plan which uses information from 14 technical reports and two Charrette sessions to set programmatic and policy goals and objectives, make recommendations for change, and identify potential problems or conflicts in the following areas: (1) academic programs; (2) occupational programs; (3) student services; (4) community services. Also included in this report are a description of the SMCCD mission statements, a list of SMCCD's ten general goals, and a philosophic discussion of the need for long-range educational planning. (NHM)

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ED121405

EDUCATIONAL PROGRAM MASTER PLAN

FOR

SAN MATEO COMMUNITY COLLEGE DISTRICT

Recommended
to the
Board of Trustees
and
The Colleges of San Mateo Community College District

by the
District Master Planning Committee

Tad Masaoka, Chairman
Max Tadlock, Executive Secretary

June, 1975

2

JC 760 249

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TABLE OF CONTENTS

SECTION		PAGE NO.
1	GENERAL SUMMARY	2
2	INTRODUCTION	17
3	MISSION AND GOALS	25
4	PLANNING	28
5	EDUCATIONAL PROGRAMS (ACADEMIC)	34
6	EDUCATIONAL PROGRAMS (OCCUPATIONAL)	50
7	STUDENT SERVICES	63
8	COMMUNITY SERVICES	73

Section 1
GENERAL SUMMARY

GENERAL SUMMARY

The Challenge

Despite their stated philosophies, most community colleges have been a place--a campus--organized primarily around traditional classes, offering traditional lower-division programs for recent high school graduates who can adjust their needs to the institution's location, schedule, and programs. The effect, however unintentional, has been to hold back colleges from the forces of social, economic, and humanistic change at work in the community at large.

The problem has been further complicated by the extreme pressures of growth in the decades following World War II. Little time was available for the planning and development of alternative ways to meet the changing needs of the institution's traditional clients, much less to focus on new clients with new needs.

One result of meeting the enrollment pressures has been the growth of multi-campus districts--systems of separate campuses characterized more by their separate locations than by their individual programs and goals. As might be expected, competition for resources, program identity, and control looms large in such organizations; and charges of duplication of effort and diseconomies plague them.

Master planning for community colleges once meant focusing on a facilities building program. Now, with traditional enrollment patterns undergoing a drastic change and with new pressures being exerted on community colleges as a result of a shifting economy, the time has come to reassess both program direction and the allocation of resources.

The Trustees of San Mateo Community College District (SMCCD) have asked the staff, students, and community to examine with them where the future of the District lies. This report presents the results of that effort to date.

Determining New Directions

With the assistance of the planning firm of Tadlock Associates Inc. (TAI), the District has undertaken a nine-month study with the major goal of setting in motion a planning process which would assure a continuous evaluation of the matches among programs, individual and community needs, and resources.

A District Master Planning Committee (DMPC) with representation from students, staff, and community was organized. This group was charged with delivering to the Trustees this report outlining a planning program for the District.

At the District level, a District Master Planning Staff (DMPS) was organized through ad hoc assignment of professional staff from each of the Colleges, an office of Planning Services was created, and a planning director was hired. This group was assigned the responsibility of providing staff assistance to the DMPC and developing a series of fourteen technical reports ranging from community needs analyses to facilities inventories. These reports were used by the DMPC in their deliberations and will serve as a beginning information base for the ongoing planning process.

At the College level, a College Master Planning Committee (CMPC) was organized on each campus to consider College-level problems, to review DMPC reports, and deal with separate College planning issues under the overall master plan.

The results of all these efforts are a newly established planning process which should serve to chart continuously the new directions for SMCCD, and a series of master planning documents--DMPS technical reports, DMPC educational program master plan, and this summary.

Because planning for change must be a continuous and dynamic process for the District, each master planning document should be viewed as a progress report which records the best information, analysis, and recommendations available at the time of its printing. In each area of study the District and the community should be aware that new information and further study may call for new recommendations.

Planning Process Recommendations

To assure the continuity of the planning process established during this master planning effort, the Committee recommends that:

1. The President of each College institute a continuing College Planning Council (CPC) responsible for College-level planning, coordination with District-wide planning, and monitoring implementation of the Board-approved Educational Program Master Plan.

It is the intent of this recommendation that all major segments of the College community be represented.

2. The Director of Planning institute and chair a permanent District Planning Council (DPC) consisting of the chairpersons of the College Planning Councils and the District Planning Services staff.

It is the intent of this recommendation that the responsibility for continuous planning and updating be assigned to this Council, with

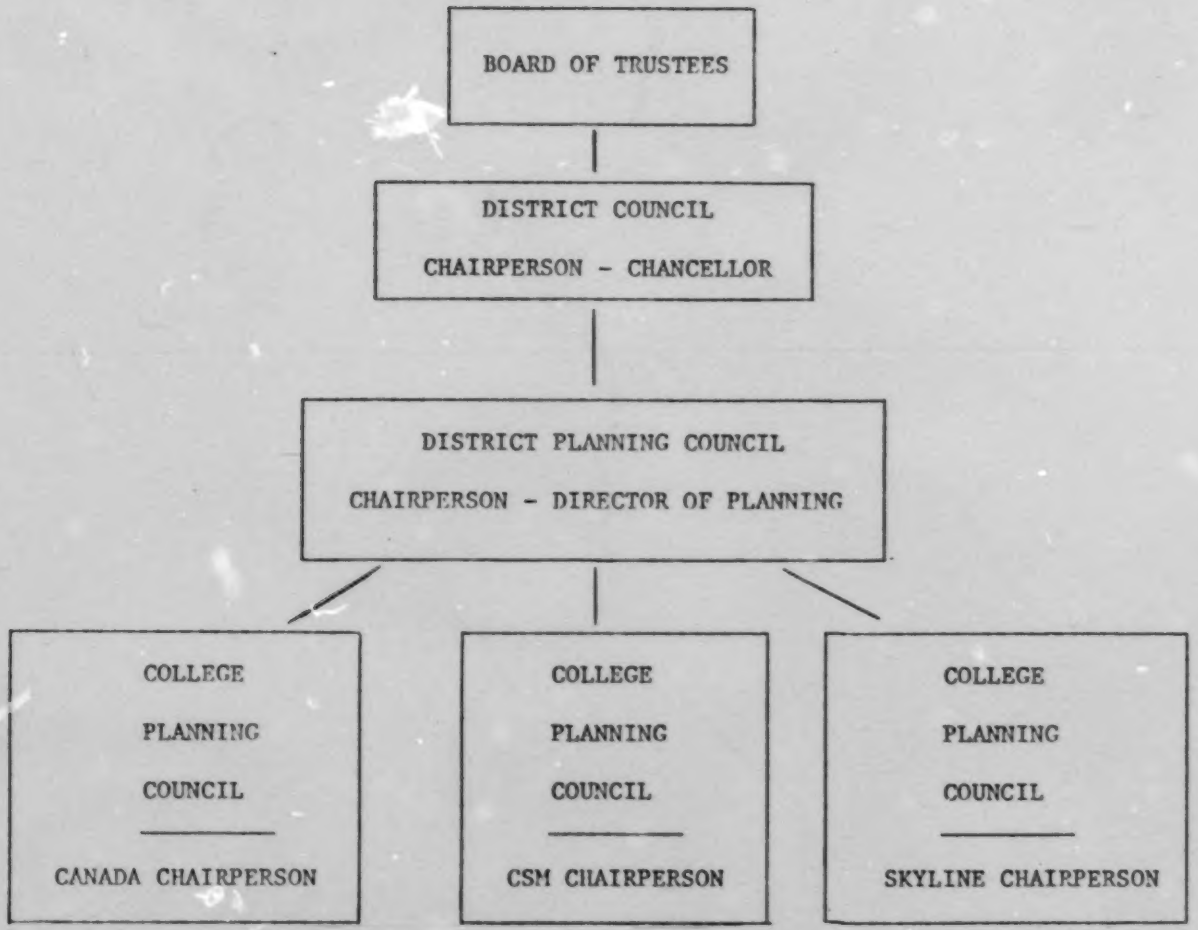
administrative support and direction provided by the Director of Planning.

3. The District Council composed of the Chancellor and the College Presidents assume responsibility for:

   - reviewing recommendations from the District Planning Council and from District Planning Services,
   - assigning specific tasks for implementation at the various Colleges to insure the systematic fulfillment of District-wide goals and objectives, and
   - developing planning and evaluation recommendations to be submitted to the Board of Trustees by the Chancellor.

4. The Board of Trustees views itself as a full partner in the planning process, with primary focus on the regular review of the District's mission and goals and the evaluation of both District-wide and College-level achievement of these goals.

The recommended flow of information and responsibilities for decision making are illustrated in the chart on the following page.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COUNCIL
SKYLINE CHAIRPERSON

The New Directions

The DMPC members detect throughout the Colleges and the District a readiness for change to meet new goals and to search out better ways to accomplish the District mission. All recognize SMCCD's tradition of excellence, and they are prepared for aggressive leadership to chart out the ways toward further excellence in new areas.

The DMPC also detects increasing sensitivity to emerging individual and community needs which may call for some reordering of the institutions' priorities. The District has a mandated responsibility to take affirmative action in its hiring practices, but the DMPC finds beyond that a readiness for affirmative action in a broader context. The DMPC is asking that an aggressive pursuit be undertaken for new programs, new educational methods, and new ways to make the College services more accessible.

Further, the DMPC notes widespread concern over the dilemma which calls at once for maintaining the individuality of the Colleges while all must still operate within the same fiscal structure, legal strictures, tax base, and District boundary. There is also widespread recognition that no simple solution such as decentralization or centralization exists for such a complex problem--that the most productive way to deal with the problem is through careful analysis of the various functions to be performed and assigning these at the level at which they can be most effectively achieved. Thus, District attention should be directed toward District-wide comprehensiveness rather than individual College comprehensiveness.

Attention to changing priorities and to a cooperative effort at District-wide programming fits yet another new direction being imposed on the District

from the outside. With changes in the law and the economy, SMCCD no longer has the fiscal options it once enjoyed. As a result, close attention must be paid to District-wide priorities for resource allocation and to accountability for the effectiveness of resource use -- two factors closely tied to the ongoing planning process which the DMPC has recommended. The need for administrative leadership in assuring flexible and effective use of staff, facilities, and programs will be essential.

The Mission and Goals

In DMPC discussions of SMCCD mission and goals, the words service and accessibility were woven through every consideration. The test of these mission and goals statements will be how well SMCCD organizes and reorganizes itself to deliver the services needed by the individuals and communities of the District.

MISSION STATEMENT

San Mateo Community College District, recognizing the individual's right to education, is committed to leadership in providing quality education, in partnership with its community, to

- identify and respond to the educational needs of people,
- provide an environment which enables individuals to realize their individual potential, and
- offer opportunities for lifelong learning in our changing world.

GOALS

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

2. offer occupational education programs, in cooperation with business, industry, labor, and public service agencies, which are directed toward skills improvement, training and retraining for employment;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

5. provide community services which include community cultural activities, programs for enrichment, recreation, and assistance in identifying and resolving community issues and problems;

6. provide comprehensive guidance, counseling, and other student services;

7. offer remedial education to enable students to eliminate basic skills deficiencies;

8. maintain a climate of academic freedom in which a variety of viewpoints are presented on controversial and contemporary social, philosophical, and political issues;

9. implement effective policies for affirmative action in student recruitment and personnel employment;

10. make programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

General Recommendations

A number of detailed and specific recommendations for action are presented in each of the four sections of the Educational Program Master Plan. In this summary a series of general recommendations are listed which cut across all four sections of the Plan:

Recommendation I: That the District accelerate its metamorphosis from a campus-focused institution to a broadly community-based institution.

Providing increased accessibility by taking the program to the student is encouraged through the use of both public and private off-campus facilities. The District should take positive steps to capitalize on the delivery potential of its communication resources. Further, the District should capitalize on the willingness of both business and community agencies to accept a partnership role in meeting special needs of both individuals and groups.

Recommendation II: That the District take the necessary steps to coordinate those programs and processes which will affect the delivery of services across the entire District.

This recommendation calls for developing uniformity in processes and reporting, in program delivery systems, in program balance, and in the development of District-wide guidelines for program design, development, and evaluation. The need for a system which assures common admissions and registration procedures, student services, as well as common course titles, numbers, and objectives is obvious in a district where students are provided the opportunity to attend more than one college. Such uniformity becomes increasingly important as the District moves toward District-wide comprehensiveness and programming. It will also provide for more comparable data to be used in planning and evaluation.

Recommendation III: That the District take the necessary steps to develop and coordinate those services and processes designed to assist the individual directly.

Specific recommendations for developing learning and support systems that provide an individual with alternative ways of reaching educational objectives include:

- flexible program scheduling
- open-entry, open-exit programs
- flexible program lengths
- diagnostic testing services
- varied instructional methods and delivery systems
- extending student services to evening students
- student support services which enable students to take advantage of educational opportunities.

This set of recommendations suggests that SMCCD move away from the traditional approach of providing only one path whereby an individual can reach an educational goal to one where the institution strives to develop various alternatives around the learning styles and schedules most appropriate for the individual.

Recommendation IV: That the District pursue the development of program clusters and close linkages between programs, departments, and services.

Occupational and academic programs clustered around a core program can provide students with a number of options for changing program directions or goals without a major loss of time or credit. Thus horizontal as well as vertical mobility in career preparation can be available to students. This recommendation provides program accessibility much as Recommendation I provides location accessibility. In addition, it is recommended that the District take full advantage during program development and modification of assuring that rich multi-cultural opportunities are woven into the programs rather than added as a separate component.

Recommendation V: That an active program of staff development be initiated at all levels to prepare for the patterns of change ahead.

Assistance in preparing for new educational directions and for sharing of special innovations is recommended. Also recommended are development of inservice programs that provide all staff with knowledge about counseling services, inform counselors of program objectives and instructional methods, and apprise faculty of new instructional techniques. The recommendation dealing with the recruitment of the nontraditional student suggests that SMCCD should

provide assistance to the staff at all levels in providing programs and services for this new type of student. Further, the recommendation that community services use additional community members as teachers and the likelihood that other program requirements will also call for a different staffing balance suggest that inservice training for both new and continuing staff will be required.

Recommendation VI: That a broad communication network of advisory groups and users be instituted.

The District needs further development of its communication with external agencies (businesses, four-year institutions, high schools, etc.) and with internal constituencies (students, faculty groups, etc.). Specific recommendations dealing with the following are detailed in the body of this report:

- community needs information system
- community participation in program directions
- academic program development with direct four-year institution review and input
- District occupational program advisory committee
- community services advisory groups
- student services advisory groups

Recommendation VII: That the District organize new procedures which involve the staff, students, and community in evaluation and decision making processes.

The intent of this recommendation is not to curtail the prerogatives and responsibilities of the administration and the Board. Rather, it is to broaden the information base so that the assignments of responsibility and accountability are better understood and effected. Specific recommendations include:

- student evaluation of staff and programs
- representation of students, staff, and community on key committees

Recommendation VIII: That a comprehensive Educational Information System be developed to provide timely analysis of patterns and trends necessary for informed decision making. This system should include:

- descriptive, attitudinal, and evaluative information on the community, student population, course and program offerings
- staff profile
- occupational trends
- requirements of programs at four-year institutions
- other information of use to students, staff, and Board of Trustees

The Next Step

The submission of this Educational Program Master Plan marks the end of the first phase of SMCCD's update of its plan for the future. With this action, moreover, the present District Master Planning Committee has completed its assigned task.

The DMPC presumes that after suitable study of its recommendations, the Board of Trustees will direct the administration to take appropriate actions to move ahead on a number of fronts, including the development of an

ongoing internal evaluation of District progress toward the implementation of approved master plan recommendations.

How appropriate and how successful such actions are will require serious external evaluation after enough time has elapsed to test both the DMPC recommendations and their implementation. Therefore, the DMPC recommends that the Board of Trustees reconvene in two years a broadly representative body similar to the DMPC to assist the Board in evaluating District progress toward its new goals.

Section 2
INTRODUCTION

INTRODUCTION

Master Planning Participants and Data Sources

This document is the culmination of the intensive efforts of a large number of people who are vitally interested in the educational future of San Mateo County and of the San Mateo Community College District.

The District Master Planning Committee, comprised of citizens of the community, students, faculty, and administrators of the three Colleges, District administrators, and classified staff representatives, has developed this Educational Program Master Plan with the assistance of the specially appointed District Master Planning Staff (faculty and administrators assigned part-time to the master planning effort, and Tadlock Associates, Inc., educational consultants).

Significant contributions have also been made by large numbers of other faculty, staff, and students of the three Colleges throughout the 1974-75 college year. The three College Master Planning Committees have interacted with the District Committee and Staff, and a series of two-day visitations by District Master Planning Staff members to each of the Colleges made it possible for all those interested to participate in this important planning process.

A number of sources of data, including District and College records, local and State government reports, United States Census abstracts, and a detailed, locally prepared questionnaire on the goals and programs of the Colleges, have been used by the District Master Planning Staff as the basis of a series of comprehensive technical reports which are, and will continue to be, at the heart of the District's information base from which planning decisions

can be made. As an indication of the breadth of the data sources, it should be noted that nearly three thousand completed questionnaires were received from citizens of the community, students of the Colleges, local high school students, District and College staff, and special-interest community groups.

The list of technical reports produced thus far includes:

1. Administrative Functions and Patterns
2. Certificated Staff Profile
3. Community Needs Assessment
4. Community Services
5. Comparison of Programs by Number of Courses, Number of Sections, Course Enrollments, and Weekly Student Contact Hours, 1969, 1971, 1973
6. Comparison of Student Profiles
7. Demographic Data Base
8. Facility Review
9. Learning Resources
10. Mission Statements
11. Occupational Needs Assessment
12. Perceptions of the District Held by Special Community Groups
13. Student Enrollment Projection, 1975-1980
14. Student Services

Master Planning "Milestones"

In the planning process to date, two major District Master Planning Committee activities may be viewed as milestones. One was Charrette I, which, after several preparatory meetings, focused on the mission and goals of the District. In that intensive one-day exercise, a proposed new mission statement

and a set of goals and objectives were developed. After subsequent staff work on these and other items, and several meetings in which the technical reports were presented and discussed, the District Master Planning Committee reconvened for a two-day intensive planning session, Charrette II, which began by reconsidering the previously developed mission, goals and objectives, and moved on to the development of specific educational program recommendations. Each of the committee subgroups identified appropriate goal and objective statements for its area (academic programs, occupational programs, student services, or community services), and developed the requisites for meeting these goals and objectives, related problems and/or conflicts, and specific recommendations for change. Each group asked itself the following questions:

1. What are the implications of the goals adopted in Charrette I for the programs in the subcommittee's area of interest?

2. Specifically how should the District respond to changing population and enrollment patterns in terms of changing its priorities, locating areas of educational needs, offering new programs, and modifying existing programs?

3. What problems and conflicts may be anticipated in realizing these objectives?

4. What specific recommendations for change should be made at this time?

Finally, the Committee as a whole considered, assessed and approved the recommendations from each of the four subgroups.

Charrette Participants

Charrette I was conducted with general participation of all those attending.

In Charrette II, members of the District Master Planning Committee (DMPC) together with District Master Planning Staff (DMPS) members, Tadlock Associates (TAI) staff, and several guest participants, were organized into four operational task forces, each dealing with a major area of the District's educational mission.

The members of the four task forces, representing the thinking of a broad spectrum of community, students, faculty, and staff representatives, are listed below:

Educational Programs (Academic)

Rudolph Melone, DMPC, Chairman
Robert Batch, DMPC
Ann Benner, DMPC
Donald Brown, DMPC
Samuel Ferguson, DMPC
Joe Conte, TAI
Clifford Denney, DMPS
John Mullen, DMPS
Jim Upton, DMPS
Jean Fredricks, Guest
David West, Guest

Student Services

Carol Fouts, DMPC, Chairman
Mel Jones, DMPC
Richard Kuntze, DMPC
Michael Silva, DMPC
Josué Hoyos, TAI
Pat Manning, DMPS
Zoe McCandless, TAI
Herbert Warne, DMPS
Jacqueline Massing, Guest
William Walsh, Guest

Educational Programs (Occupational)

Warner Anderson, DMPC, Chairman
Ted Gilman, DMPC
Donald Harris, DMPC
Leonard Herzstein, DMPC
Claire Mack, DMPC
Tad Masaoka, DMPC
Jere Morris, DMPC
Robert Bennett, DMPS
Max Tadlock, TAI
Mary Judith Watkins, DMPS
Richard Talavera, Guest

Community Services

George Wallace, DMPC, Chairman
Lee Neeley, DMPC
Rex Butler, DMPS
Bob Fryckman, DMPS
Marion Tadlock, TAI
James Hardt, Guest
Ruth Nagler, Guest

Committee Beliefs Underlying Master Plan Recommendations

In this Educational Program Master Plan, the District Master Planning Committee makes a number of specific recommendations about program components, structure, and process. To see these programs in their proper perspective, it is important to understand the beliefs the Committee holds about our Colleges.

The members of the Committee believe that this District has a responsibility to search out aggressively the educational needs of this County, to develop the programs essential to meet these needs, and to implement such programs dynamically. The implication of such a posture is that the District will discover new programs, new methods, and perhaps even new populations, with resultant growth in enrollment and demand on resources to meet this increase.

In its investigations and deliberations, the District Master Planning Committee has become convinced that the climate now is more appropriate for change -- and for new kinds of responses -- within the San Mateo District than it has been in a decade. They sense an eagerness to search out better ways, and to rekindle a sense of excitement in the activities responding to educational needs.

The Committee also believes it is time for the District to change its enrollment planning base. The traditional use of the graduating high school senior population as the primary basis for planning programs and facilities is no longer valid, in an era when every effort should be bent on filling and fulfilling the lifelong needs of the entire population. It is time, then, we suggest, for San Mateo Community College District to use the entire County population as its planning base.

With this readiness for change and this new planning base, other things seem to fall out automatically. As we look at the entire County, so must we look at the entire District as a system, rather than centering on three separate and distinct College locations. Comprehensiveness for each of these campuses was once a byword in this District. But again and again, in the evidence gathered by this Committee and in its own discussions, comprehensiveness has come to mean the comprehensiveness of the entire District as a unit.

Further, if we are to accept the responsibility of supporting financially the educational demands of the Colleges of the District, we must then look at the new opportunities in terms of a District-wide response. Comprehensive educational programs must be developed by the District with better cost-benefit ratios than would be possible among three separate Colleges competing for individual enrollments, individual services, and individual stature. Such efforts to obtain maximum return on the dollars available for investment are imperative.

The District Master Planning Committee is convinced not only of the potential financial advantages of coordinated District-wide program planning and operation, but also of the need for flexible District-wide systems related to facilities, staffing patterns, and staff movement among the Colleges.

It appears to this Committee that the District is now in a position to implement the philosophy of the "open-door community college" even more completely than it already has done -- in ways which will allow members of the community to enter and leave, and to re-enter, as their circumstances and needs dictate, rather than as the requirements of the Colleges demand.

This Committee also feels that the Colleges of the District are prepared to realize fully their leadership role in community college education in the State. It is clear, however, in the judgment of the Committee, that the first task facing the District is the determination of its goals, program directions, and organization -- followed by the development of vital new programs which will become the basis for State leadership.

Section 3
MISSION AND GOALS

MISSION AND GOALS

In developing this Educational Program Master Plan, the members of the District Master Planning Committee were guided by the proposed new mission and goals statements developed in Charrette I. These statements have meaning, and can be tested for validity, only when they are translated into action. In the judgment of the Committee, the effective development of the programs recommended will be the test of the District's belief in and understanding of its responsibilities.

Mission

San Mateo Community College District, recognizing the individual's right to education, is committed to leadership in providing quality education, in partnership with its community, to

- identify and respond to the educational needs of people,
- provide an environment which enables individuals to realize their individual potential, and
- offer opportunities for lifelong learning in our changing world.

Goals

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

2. offer occupational education programs, in cooperation with business, industry, labor, and public service agencies, which are directed toward skills improvement, training, and retraining for employment;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

5. provide community services which include community cultural activities, programs for enrichment, recreation, and assistance in identifying and resolving community issues and problems;

6. provide comprehensive guidance, counseling, and other student services;

7. offer remedial education to enable students to eliminate basic skills deficiencies;

8. maintain a climate of academic freedom in which a variety of viewpoints are presented on controversial and contemporary social, philosophical, and political issues;

9. implement effective policies for affirmative action in student recruitment and personnel employment;

10. make programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

Note

Goals 7 - 10 apply to all aspects of the Educational Program Master Plan and should be understood to be involved in each of the following sections, although, to avoid undue repetition, they are not restated in each.

Section 4
PLANNING

PLANNING

Need for A Continuing Planning Process

It has become increasingly apparent that the District decision to undertake the current planning effort was made at the right time, and that an ongoing District planning process is of fundamental importance in meeting the educational needs of the community. The District must be prepared to accept the responsibility of supporting this continuing planning process with dollars and people if the benefits of the current effort are to be realized.

Planning is future-oriented, identifies goals and objectives, and makes recommendations to achieve them. Consequently, it should ease some of the problems of college management. With an adequate plan, new procedures or programs are not needed to solve problems arising from each new situation. Planning should also ease the problems of securing scarce public funding. Thoughtful consideration of alternative allocations of resources to accomplish agreed-upon objectives should provide a more cogent rationale in the competition for public support -- at a time when education is under increasing question, when there are new and increasing demands for public funding, and when inflation exists in all sectors.

Planning also provides the basis for determining how well we are doing (i.e., the evaluation of performance or results) and should answer demands for "accountability." The process focuses on objectives and purposes. As a result, educators are required to identify the present and future educational aspirations of individuals as well as the community at large. Community colleges are virtually forced to plan due to the nature of their educational service: they

provide educational opportunities for the training and development of individuals, the results of which accrue over a lifetime. In this context, they need to look five, ten, twenty years and further down the road to anticipate as well as possible the educational programs from which individuals and society can best profit.

Issues in Planning

Planning must shift from the emphasis of the 1960s on facilities to house spectacular growth to an emphasis during the next decade on increasing access through new and more effective delivery systems. Concern exists and will increase about meeting the needs of individuals who have not traditionally attended postsecondary educational institutions. Their needs must often be met in ways other than on the traditional college campus, with rigid two-year calendars and the standard classroom lecture approach. Thus the traditional concept needs to give way to a concept of community-based college education. In addition to campus facilities, a variety of other means can be used to provide educational services to the community. These other means include various media, neighborhood satellites, storefront operations, mobile units, and other kinds of special-purpose centers -- along with cooperative work experience education, credit by examination or credit for extra-collegiate experience, and the use of community library resources and other useful and available off-campus facilities. The community college can become in effect a community educational coordinator, using its own campus facilities and other appropriate community resources to meet its objectives.

Community college education needs to be directed to multiple adult roles, not just transfer and/or career education; some enrollees are already prepared for careers, but want to become better citizens, voters and consumers.

It is expected that future life-style changes will result in reducing the time spent by the average individual on vocational pursuits by one-third by the year 2000. There will be an increasing need for avocational education and programs for the effective use of recreational and leisure time.

College programs need more options in their schedule formats, and in the time required to complete them. The typical community college student is no longer a recent high school graduate attending full-time during the day. Seven out of ten California community college students attend part-time, working at either part-time or full-time jobs. At least one-fourth of these students are over thirty years of age. Many have limited objectives, some are uncertain of their needs, and there are numerous "stop-outs" who later return. It appears that only a minority of students undertake programs which resemble those contained in traditional college catalogs.

Planning must be comprehensive. Program, facilities, organizational, fiscal and access planning must be conducted simultaneously for effective allocation and distribution of resources. Traditionally, program planning has dealt with outcomes; fiscal and facilities planning with resources; and access has referred to the distribution of opportunities. Seldom were the several efforts conducted together; as a result, effective decisions were made more by intuition and accident than by design. In addition, State, regional, and local planning need to be integrated so that local planning is responsive to community needs and preferences, but at the same time is consistent with overall State objectives.

Planning Process Recommendations

To assure the continuity of the planning process established during this master planning effort, the Committee recommends that:

1. The President of each College institute a continuing College Planning Council (CPC) responsible for College-level planning, coordination with District-wide planning and monitoring implementation of the Board-approved Educational Program Master Plan.

It is the intent of this recommendation that all major segments of the college community be represented.

2. The Director of Planning institute and chair a permanent District Planning Council (DPC) consisting of the chairpersons of the College Planning Councils and the District Planning Services staff.

It is the intent of this recommendation that the responsibility for continuous planning and updating be assigned to this Council, with administrative support and direction provided by the Director of Planning.

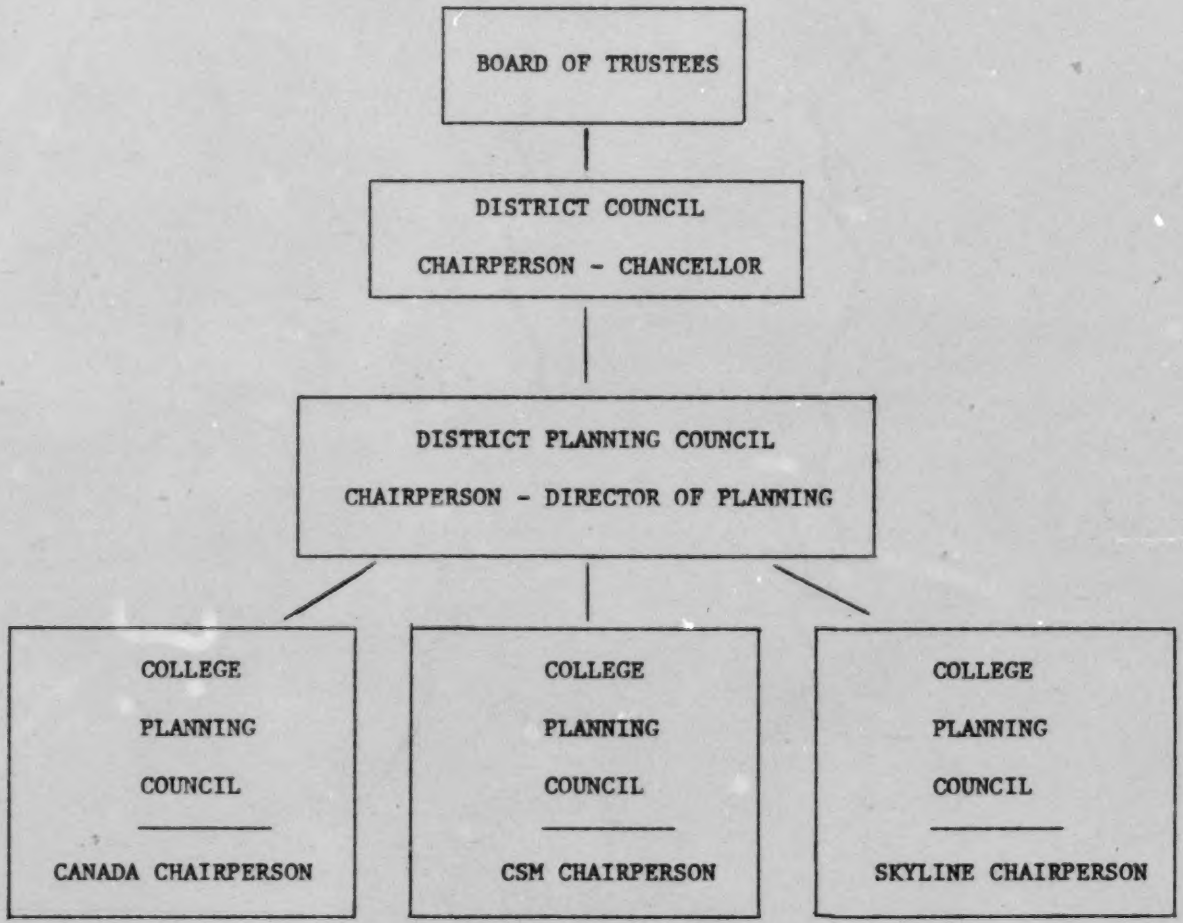
3. The District Council composed of the Chancellor and the College Presidents assume responsibility for:

- reviewing recommendations from the District Planning Council and from District Planning Services;
- assigning specific tasks for implementation at the various Colleges to insure the systematic fulfillment of District-wide goals and objectives;

- developing planning and evaluation recommendations to be submitted to the Board of Trustees by the Chancellor.

4. The Board of Trustees views itself as a full partner in the planning process, with primary focus on the regular review of the District's mission and goals and the evaluation of both District-wide and College-level achievement of these goals.

The recommended flow of information and responsibilities for decision making are illustrated in the following chart.



Section 5

EDUCATIONAL PROGRAMS (ACADEMIC)

EDUCATIONAL PROGRAMS (ACADEMIC)

In its analysis of academic programs, the District Master Planning Committee has identified those proposed major District goals which are directly related to transfer and general education. Specific objectives have been developed, taking into account program characteristics and data from the technical reports produced by the District Master Planning Staff. Academic programs have been described as they should be operated to meet the stated Goals 1, 3 and 4. A number of potential problems and/or conflicts associated with transfer and general education have been recognized. Finally, a series of recommendations for change have been developed, and are presented in the last part of this section.

Goals Related to Transfer and General Education

The Colleges of San Mateo Community College District shall:

1. provide lower-division transfer programs which prepare students for success in four-year colleges and universities;

3. offer general education to acquaint students with the broad outlines of human knowledge, and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community.

Objectives for Achievement of Goals

The Colleges of San Mateo Community College District shall achieve these goals by:

1. providing courses and activities that respond to the educational needs of students for the acquisition of basic skills;

2. offering a wide spectrum of personal enrichment courses which reflect the educational interests of the community;

3. offering students who seek more advanced study a comprehensive set of transfer programs fully articulated with the colleges and universities in California, and of a quality equal to or better than comparable lower division programs at these four-year institutions;

4. providing academic programs in line with the employment trends of the greater Bay Area and meeting the preparation standards maintained by prospective employers;

5. coordinating academic and occupational programs and courses at the District Colleges so that students may transfer from one program to another, or from one College to another, with minimal loss of time and credit;

6. encouraging students to play an active and central role in the definition and implementation of their own personal educational goals;

7. fostering a climate of mutual trust among students, staff, and Board of Trustees in which all individuals will have a meaningful opportunity to participate in the making of rational decisions which affect them;

8. providing a learning environment in which students will learn to make rational choices and prepare to exercise their rights and

responsibilities as individuals capable of contributing to the improvement of themselves and society;

9. maximizing the accessibility of programs and courses to all potential students;

10. utilizing various methods of instruction which respond to the different learning orientations of a wide range of students;

11. instituting a comprehensive policy and program for faculty and staff development and in-service training;

12. optimizing the cost-effectiveness of all District programs and services consistent with quality education.

Requisites for Meeting Goals and Objectives

To meet these goals and objectives, the Colleges of San Mateo Community College District should:

1. develop an ongoing system of community assessment which will anticipate and respond to the needs and aspirations of potential students and isolate the factors which inhibit their enrollment in programs offered by the District Colleges;

2. formulate a policy for the equitable allocation of resources among the various types of programs and courses, including transfer, occupational, basic skills, and personal enrichment;

3. provide adequate counseling, advising, and informational services to help each student develop a personal set of

educational goals, regularly assess and revise these goals in the light of the student's progress and evolving aspirations, and make rational and informed choices toward the progressive achievement of these goals;

4. provide courses and other learning experiences which will assist students to develop the ability to set goals, make decisions, and evaluate experiences;

5. develop a diagnostic testing service which will assess each student's needs and deficiencies in relation to personal goals, and which will indicate the most appropriate learning style for each student;

6. provide a broad spectrum of short- and full-term courses enabling students to acquire efficiently the basic skills required for achievement of their educational goals;

7. offer a variety of courses and other learning experiences for self-enrichment and personal growth;

8. provide the broadest possible range of lower-division programs in preparation for academic programs offered at the four-year institutions to which our students most frequently transfer;

9. hold discussions between District personnel and their counterparts at four-year institutions in order to determine the content and standards of transfer programs, and in order to obtain articulation agreements which guarantee the transferability of courses within these programs;

10. develop and maintain a system for providing current information to students and counselors on the transferability of courses, as well as their relationship to other requirements of four-year institutions;

11. develop uniform District-wide program and course definitions and objectives, as well as common course numbers and titles;

12. develop a system for assessing the comparability and quality of lower-division programs in the District relative to those at appropriate four-year institutions, including a follow-up procedure to evaluate the success of District transfer students at these institutions;

13. establish cooperative research with major employers in the County to define the needed content and standards of educational programs and courses, and develop a system for measuring their adequacy as preparation for employment;

14. establish clearly defined objectives for individual programs and courses in relation to general District objectives (as stated above), requirements and objectives of the corresponding upper-division programs at four-year institutions, and personal goals and objectives formulated by District students;

15. establish clear and orderly procedures for program and course development and evaluation requiring verification of student need and interest, and involving students, faculty, and administration in well-defined roles;

16. establish a comprehensive process for implementing the policy on evaluation of certificated personnel, including student, peer, and administrative evaluation of faculty and counselors, as well as faculty, staff, and student evaluation of division chairpersons and administrators;

17. develop a policy which encourages student participation with counselors and instructors in the evaluation of their courses, instructors, and counselors;

18. develop a methodology for evaluating the comparative effectiveness of various teaching methods and systems;

19. offer courses with a variety of instructional methods to meet a variety of learning modes and schedule classes at a variety of times and locations appropriate to student demand;

20. provide library, media, and other support services and materials which are closely integrated with the educational program and responsive to the problems which may result from greater variety in location, scheduling, and instructional methods;

21. provide a comprehensive program of staff development for all employees, informing faculty and administrators about emerging methods by which instruction may be provided in a widely varied set of alternatives, encouraging staff development and experimentation in teaching methods, and fostering an environment which rewards excellence in teaching;

22. establish positive guidelines for student participation in classes, campus activities, College committees, and other decision-making groups;

23. develop a system for measuring the cost effectiveness of educational programs and courses and other services provided in the District;

24. pursue possibilities for grants and other external funding to supplement regular income sources in support of educational programs and/or services;

25. operate a District-wide educational information system containing data on demography, community surveys, student and staff profiles, enrollment patterns, course and program offerings, facilities, and fiscal records, and producing decision-oriented reports for use, as appropriate, by students, faculty, staff, administrators, and the Board of Trustees, as well as State and federal agencies.

Potential Problems and/or Conflicts

In the planning and operation of academic programs, the dynamics of competing interests and viewpoints may give rise to honest conflicts:

1. between efforts to retain the individual character of each College and attempts to effect a degree of standardization in course nomenclature and transferability, program definition and approval, methods of evaluation, etc;

2. among the Colleges, regarding the appropriate College(s) at which particular programs should be offered;

3. between the Colleges and four-year institutions regarding the roles of each in the determination of lower-division program requirements;

4. among the students' need for self-direction, the roles of counselors in providing guidance, and the roles of instructors in determining course contents and standards;

5. between the administrators, who have the responsibility of insisting on standards of cost-effectiveness, and the faculty, who are entrusted with maintaining standards of academic excellence.

The entire movement toward greater diversity in program offerings and teaching methods, toward more flexible open-entry/open-exit course scheduling, and toward greater use of off-campus locations may further aggravate many current problems:

1. How will media, counseling, and other support services be provided at off-campus locations?

2. How will the greatly increased need for individualized learning packages be financed?

3. What policies, in a less rigidly structured educational environment, will determine instructor loads, staff reassignments, and administrative reorganization?

4. How will greater participation in decision-making be balaneed against the need to maintain District-wide standards and meet well-defined timelines?

5. Will there be an increased need for more precise definitions of the roles of students, staff, and Board in decision making?

6. Will the greater flexibility of course offerings, required by a wide range of individual learning styles and educational aspirations, result in increased costs?

In addition, the problem of effective communication within the District and with County residents, a subject of frequent criticism, must be squarely addressed.

The tendency of four-year institutions to modify requirements in various programs places a special burden on our Colleges to maintain regular communication with these institutions, even on a departmental or personal basis.

The tendency of community college classes to be highly heterogeneous in student preparation levels and to include many students at a borderline level makes it especially difficult to maintain quality standards equal to those of four-year institutions. It may be necessary to develop and require more remedial courses, and make such courses attractive to students.

Recommendations For Change

Timelines for the development and implementation of the following recommendations for change will be established by the District Council in concert with Planning Services, with appropriate assignment of Management Tasks to individuals stated in the recommendations.

1. District Planning Services should design a District-wide Educational Information System.

Interviews should be conducted by Planning Services with administrators, faculty, staff, and student leaders at the three Colleges and with the District Office to determine the kinds of information and the timing and distribution of reports that the system should produce. Planning Services should then determine the kinds and timing of input the system will require to yield the desired output, and present a preliminary report to the District Council outlining the nature and timing of system input and output requirements. Development of the system logic should then be completed for approval by the District Council.

Throughout the development phases Planning Services should elicit the insights and cooperative assistance of District students and staff in order to assure the acceptability and adequacy of the system. The kinds of input information should include: student and employee profiles; enrollment patterns in the District Colleges and San Mateo County high schools; course and program requirements, inter-relationships, and enrollment patterns; facilities and fiscal data; demographic and attitudinal characteristics of County residents and the student population. The information output from the system should be oriented toward educational planning and decision making by the Board of Trustees and administration, by individual Colleges and divisions, and by individual faculty members and students. Output should eventually be available on an on-line inquiry basis as well as in the form of batch-produced reports.

2. District Planning Services should design and maintain a system for assessing on a regular basis the educational needs and attitudes of County residents, District students and staff, for input to the educational information system.

Planning Services, in consultation with personnel at the Colleges, should design a system for regularly surveying appropriate student and County resident populations to determine their attitudes and interests, and the problems which inhibit their educational participation or diminish its effectiveness. This survey system should be fully integrated with the overall educational information system. The system should be versatile enough to include the various surveys and attitudinal assessments frequently conducted by various groups at the Colleges which are judged to be of overall use in educational planning by District employees or students, and at the same time maintain appropriate standards of statistical validity and reliability.

3. The Deans of Instruction, in concert with the Deans of Students, division chairpersons, faculty, students, and staff at the three Colleges, should develop a comprehensive policy recommendation to achieve an appropriate balance in resource allocation among program and course offerings in basic and remedial skills, personal enrichment, occupational and transfer education.

This policy recommendation should clearly define the process for program and course development, location, termination, and modification, as well as criteria for allocation of fiscal and personnel resources among the various programs at the three Colleges. The policy should indicate what use will be made of information on student needs and interest as indicated by projected District enrollments, enrollment patterns in programs at nearby four-year institutions, employment trends in the Bay Area, and of the relationship between the objectives of a given program and the general institutional objectives as outlined in the Master Plan. Specific objectives should be associated with programs and courses in order to provide a basis for ongoing evaluation

(see Recommendation 6). Finally, the criterion of cost-effectiveness consistent with educational quality should be a central part of the policy.

4. The Deans of Instruction and District Planning Services should initiate a series of conferences involving division chairpersons, registrars, and faculty representatives, to develop a uniform District-wide description of course and program objectives, requirements and standards, including a common course numbering and titling system.

5. The Deans of Instruction and Deans of Students should initiate discussions and other communication between District personnel and their counterparts at nearby four-year institutions to determine the contents and requirements for transfer programs and courses, arrive at articulation agreements at the departmental level, and devise an effective system of communication for providing, on an ongoing basis, timely notice of impending changes in program requirements at the four-year institutions.

These discussions should be initiated after substantial completion of Recommendation 4. A report should be submitted to the District Council for approval and to Planning Services personnel so that they may begin the task of integrating this information into the educational information system for use by students, counselors, and other personnel.

6. Division chairpersons throughout the District, in concert with the Deans of Instruction and District Planning Services, should design a comprehensive system for evaluating programs and courses at the three Colleges to determine the extent to which they are meeting their objectives.

The system of evaluation should include in its frame of reference: course and program objectives as discussed in Recommendation 4; the relationship between these objectives and the general objectives of the institutions; the relationship between individual course objectives and those of other courses in the same and related programs; student needs and interest; projected enrollment; student and faculty evaluation of course content and program effectiveness; comparative success of District graduates in programs at four-year institutions (using, for example, the Student Accountability Model (SAM)); enrollment patterns by program in these four-year institutions; employment trends in the Bay Area as projected by the Bureau of Labor Statistics, State agencies, and private industry; and the personal objectives and aspirations formulated by students in concert with their counselors and instructors. The system should include provision for re-evaluation at regular intervals and criteria for determining when courses or entire programs should be terminated, expanded, or modified. The overall objective should be to maintain a balance between the competing demands of educational quality and cost-effectiveness. Special efforts should be made to check the proliferation of courses of a similar nature offered by different divisions and to reduce or eliminate, where appropriate, duplication of programs on two or more campuses.

7. The faculties and administrators of the Colleges, in cooperation with District Planning Services, should develop a reasonable, standardized District-wide system to implement the state-mandated District policy on evaluation of certificated employees.

The system should include clear specification of the roles of administrators, faculty, staff, and students in the evaluation of administrators, division chairpersons, faculty, and counselors, and the development of instruments and evaluative criteria. A preliminary report on the role of students

in the evaluation of faculty, counselors, and, where appropriate, administrators should be presented to the District Council for preliminary approval and to Planning Services. It is recommended that student evaluation of faculty be conducted every semester as an integral part of every course, even if the evaluative input is not used for the official biennial faculty evaluation mandated by the State. Analogous evaluation of counseling services by students should also be performed on at least an annual basis.

8. The Deans of Students and counseling staffs at the three Colleges, together with the faculty, should continue development of diagnostic testing services to enable counselors and students to make more informed choices from available course and program offerings in the light of their own aptitudes and educational objectives.

The diagnostic service should assess the needs, deficiencies, aptitudes, and learning styles of individual students and relate these measures to the personal goals which the students will be encouraged to formulate with the assistance of their counselors, as well as to the requirements and objectives of course and program offerings in the District and in nearby four-year institutions. In the case of occupational programs, the requirements for success in employment in the particular occupation should be made clear to the student. Particular emphasis should be given to the detection of deficiencies in basic skills and to directing the student to courses and other activities designed to remove these deficiencies. The results of such student diagnoses will be additionally helpful to those developing or modifying course offerings, and for providing guidance to instructors on the particular needs, both as to content and to learning styles, of students in the instructors' classes. Close liaison should be maintained between the personnel involved in testing students and those involved in course design and teaching.

9. The Dean of Students at each of the District Colleges, in consultation with the Office of Instruction and with the cooperation of division chairpersons, counselors and interested faculty, should undertake the further development of an orientation program for first-time entering students and returning students.

The orientation program should provide students with an overview of the educational offerings at the three Colleges and how they inter-relate. Materials should be made available (with completion of Recommendations 1, 3, 4, 5) which describe for students the precise objectives and requirements of all courses and how they are grouped together into various, sometimes overlapping, programs, and how these in turn are related to upper-division programs in four-year institutions or to employment opportunities in the Bay Area. The orientation should introduce the student to the diagnostic testing service discussed in Recommendation 8. It should emphasize the central and active role which the student must assume in developing a definition of his or her own objectives and in the pursuit of these objectives through curricular choices made with the advice of counselors. The orientation should lead students toward the development (in the form of short courses when appropriate) of an ability to set goals, make decisions, evaluate experiences, and thereby assume responsibility for their own educational destiny.

10. The Dean of Students, in concert with student leaders, counselors, and faculty representatives, should develop at each College a recommended policy encouraging participation of students as voting members of committees and other decision making groups which have a direct effect on their lives as students, providing positive guidelines for making students more active in their classes and other campus activities.

Section 6

EDUCATIONAL PROGRAMS (OCCUPATIONAL)

EDUCATIONAL PROGRAMS (OCCUPATIONAL)

The District Master Planning Committee has identified three of the proposed major goals for the District as being specifically related to occupational programs. Recommendations for achievement of these three goals are spelled out in this section in the form of program objectives which the Committee believes should be adopted to meet the needs of the District's students. Potential problems and conflicts associated with these educational areas are also identified, and specific recommendations to accomplish the goals and objectives are offered for consideration.

In order to delineate the segment of District curricula called occupational programs, the Committee offers this definition:

> Occupational Education is a defined, organized set of learning activities which prepares and qualifies an individual for current and projected employment opportunities, and which may serve as preparation for advanced study.

Goals Related to Occupational Education

Proposed District goals 2, 4, and 6 are identified from the goals statement as directly related to occupational programs and services.

The Colleges of the San Mateo Community College District shall:

2. offer occupational educational programs, in cooperation with business, industry, labor, and public service agencies, which

are directed toward skills improvement, training, and retraining for employment;

4. structure their programs as continuing educational opportunities, responding to the lifelong learning needs of the community;

6. provide comprehensive guidance, counseling and other student services.

Objectives for Achievement of Goals

The Colleges shall achieve these goals by:

1. providing programs to meet the changing needs of diverse groups--programs which are responsive to social change, flexible in program length, location and scheduling, and offer the opportunity to learn basic academic skills;

2. offering programs which range from basic skill development to more advanced studies, from academic studies to cultural enrichment, from the needs of youth preparing to enter the labor market to those of retired persons, from the needs of tomorrow's automated society to providing a suitable living environment for future generations;

3. providing programs which anticipate and respond to the needs of people;

4. developing planning and multi-component evaluation systems including the ongoing assessment of programs in comparison with needs, with input from those affected;

5. making programs accessible through a variety of locations, methods of instruction, scheduling patterns, and support services.

Requisites for Meeting Goals and Objectives

To meet these goals and objectives, the Colleges should:

1. design occupational curricula which accommodate beginning students, individuals who need upgrading or training in another field, and those seeking to make career decisions, as well as those who desire to enrich their lives;

2. develop programs which recognize and accommodate changes in employment areas that are expanding or contracting and which recognize and accommodate changes in jobs and occupations that are being redefined as a result of social changes, licensing requirements, and legislative actions;

3. design programs on open-entry and open-exit schedules with flexibility as to on-campus and off-campus location, overall program length, and time of scheduling;

4. provide suitable laboratory and on-the-job training experiences;

5. offer programs organized in related occupational clusters, with each cluster having a core of courses/activities leading to specialized options, and containing a segment designed to assist those seeking to make career decisions;

6. establish a mechanism to provide college credit for appropriate on-the-job occupational achievement;

7. offer courses defined in terms of identifiable skills, and in a like manner, publish program and course objectives in terms of skill development;

8. offer programs which contain up-to-date information and skills appropriate to the occupational area;

9. include suitable courses/activities from other areas of the Colleges which complement occupational education;

10. offer courses which contain individualized/self-paced modules to facilitate open scheduling and enrollment;

11. offer credit by examination so that students may progress in accord with their individual needs while receiving credit in line with demonstrated ability;

12. offer occupational education which is sufficiently uniform throughout the District in terms of program and course description, content, course numbers, and completion requirements to enable students to transfer within the District with a minimum of difficulty;

13. offer programs staffed for the most part by instructors who have practical experience in their teaching field, and provide for updating instructor capabilities;

14. provide instructional coordination for occupational clusters, with adequate and appropriate compensation or other incentives to those providing these services;

15. maintain continuing advisory committees meeting on a year-round basis, composed of representatives of the community, staff, students, appropriate employers, unions, industry, professional and trade associations, high schools, and veterans;

16. develop existing College resources such as television station KCSM into effective educational delivery systems for occupational education;

17. maintain a broad base of occupational programs to bring about a closer match between offerings and the employment market;

18. improve articulation with secondary school occupational education programs to provide more direct linkages for students to attend our Colleges, including more opportunities for high school students to enroll in occupational subjects during their senior year;

19. expand apprenticeship programs to include more construction trades;

20. integrate -- in coordination with student services -- the activities of job placement, cooperative education, career guidance, and counseling for the benefit of students in all educational programs;

21. integrate occupational program learning activities with present facilities such as media centers and television;

22. prepare plans for more effective interaction by faculty, employers and students in program development, scheduling, location, implementation and evaluation;

23. develop an effective statistical data base of information for determining projected student enrollment and employability, for updating the existing array of offerings, for discontinuing or revising programs or offerings, for evaluating the effectiveness of programs, for measuring the impact of changes on facilities and staffing;

24. maintain or establish articulation with other occupational program centers and programs, such as Comprehensive Employment Training Act (CETA) and Regional Occupation Programs (ROP);

25. encourage the initiation of occupational program plans from all sources, judging such designs by District-wide criteria, guidelines, and procedures in order to answer such questions as where programs should be located, to what extent they should be concentrated or dispersed, and how the decisions are to be made;

26. institute systematic follow-up studies of students (e.g., Project SAM) who have participated in occupational programs;

27. implement comprehensive evaluation of occupational programs to assess the quality of program content, program output and productivity in terms of student accomplishments and program cost-effectiveness;

28. minimize unnecessary program duplication to assure that the highest quality programs are developed, using the most cost-effective procedures to serve the maximum number of students.

Potential Problems and Conflicts

This subsection is an attempt to examine the relevant goals, objectives, and program component statements which the occupational programs group considered, to determine whether or not conflicts exist within the goals, objectives, and program components. For example: Could the process of achieving one goal related to occupational programs interfere with progress toward another goal or objective?

There do not appear to be conflicts among the general goal statements. There are some problem areas in the objectives and components, however, as follows:

1. The objective which says that the District shall provide a "range of programs...from the needs of an automated society to provide a suitable living environment for future generations" will create a difficult challenge for the District. At least, the very scope of this objective may result in conflicts as priorities and choices are made to meet the objective.

2. The requirement for program flexibility and open-entry, open-exit scheduling may produce conflicts with external agencies which control course sequence and hours of training in certain occupational programs.

3. Implementation of occupational program instruction components with counseling, guidance, and job placement services, with resources such as television and media centers, and with existing programs such as cooperative education, may require redefinition of roles and functions, reallocation of personnel and facilities, and reconsideration of funding priorities.

4. The current advisory committee structure consists of single-purpose committees, with each occupational program having its own committee. There is no overall District-wide group which can effectively provide advice on occupational programs in general.

Recommendations for Change

Responsibility for directing the implementation of program components and determining the operating characteristics needed in occupational programs should be assigned to specific individuals or groups to be completed in accord with timelines and Management Tasks assigned by the District Council.

1. Deans of Instruction, in concert with District Planning Services, faculty, and student representatives, should undertake a phased reorganization of occupational programs in the District into career clusters and core courses common to several career programs, providing multiple options for students to progress in these programs.

Preliminary reorganization should result in updated curriculum designs with the most current instructional content and the most effective and efficient instructional processes. Examination of existing and potential educational

resources, individualization of instruction, open-entry and open-exit opportunities for student progress in the programs, and integration of occupational curriculum with other programs and services of the Colleges should be undertaken. During the same review, programs should be examined for obsolescence. Courses, activities, or programs which are not offered at least once in a two-year period should be so identified in the catalogs. Planning and development activities to achieve this reorganization should be undertaken in accord with scheduled timelines.

2. District Planning Services, as a part of its program analysis, should assess job opportunities and enrollment patterns in programs to determine characteristics of the students who currently enroll in programs as now offered; additionally, follow-up analysis of students who have completed programs should be instituted in a systematic manner to determine the short-term and long-term results of present offerings.

The Student Accountability Model (SAM) statewide system for occupational students is recommended as a starting point for more comprehensive follow-up of all students.

3. The Chancellor, in response to established needs for planning, innovation, and program improvement in occupational education, should allocate funds from Vocational Education Act (VEA) sources specifically to high priority activities to bring about improvements, rather than to general program support, as is the present procedure.

4. Deans of Instruction, with the assistance of Planning Services, should develop a procedure for determining the location of occupational programs, and procedures to assure that non-productive duplication of courses and facilities does not occur.

Redesigning occupational education programs in terms of occupational clusters and increased student options should help to point out the strengths and weaknesses of present program operations. Analysis of current enrollments in programs, as well as follow-up studies, will be of value in providing guidelines for sound decisions. Accessibility and flexibility of programs and services to meet the needs of people in all locations are essential. The basic criteria proposed for program location and decisions on the duplication of facilities should be based upon substantial diffusion of core courses in each occupational cluster where projected student enrollment and employment opportunities indicate sufficient need, and concentration of special options or programs where enrollments, interest, specialization, and magnitude of necessary equipment and facilities would otherwise limit the quality of the programs.

5. District Planning Services, in a joint effort with the Deans of Occupational Education and others, should implement a systematic evaluation of occupational programs specifically aimed at assessing (a) the quality of program content, (b) program output or productivity in terms of student accomplishments, and (c) program cost-effectiveness.

6. Deans of Instruction, working with Deans of Students, Coordinators of Cooperative Education, and District Planning Services, should develop a plan to incorporate and coordinate student job placement

activity and career guidance to serve students in cooperative education and other educational program activities so that employers may contact one central location and students will receive coordinated services for occupational education guidance and placement in jobs, whether for short-term or long-term placement.

7. Deans of Students and Deans of Instruction, working with Planning Services, should prepare a plan whereby career guidance and counseling will be closely integrated with all educational programs, so that all students will have the benefit of knowing how to prepare employment resumes, engage in interviews for jobs, gain an understanding of the labor market, and participate in activities of the business world.

8. The Director of Planning and Deans of Occupational Education should develop plans for interaction with externally funded programs in the following areas:

Regional Occupation Program interaction is needed to provide expanded opportunities for students through joint participation in funding sources other than those specifically allocated for community college programs, including legislative interaction to allow direct ROP-ROC funding to community colleges. Comprehensive Employment Training Act (CETA) manpower training should be included in the District's occupational program efforts to improve the unemployment situation and to provide the best services available to return people to regular employment.

9. The Chancellor should appoint a District Occupational Education Advisory Committee from business, industry, public service, labor,

high schools, and County schools representatives, to work with Planning Services, Deans of Occupational Education, faculty, and students in the development of programs to meet the needs of students and the community.

10. Deans of Instruction and Deans of Occupational Education, with Planning Services, should develop recommendations for specific occupational program improvements to meet the most available employment market opportunities in which training is not now available to an extent consistent with anticipated needs.

11. The Chancellor should appoint a coordinated instruction development task force to work with Planning Services to assess current capabilities and to develop an effective educational delivery system incorporating the techniques of coordinated instruction, including television, for the purpose of delivering occupational education to students in more effective ways and reaching persons who otherwise could not participate in occupational programs.

12. Deans of Instruction and Deans of Student Services should establish improved articulation procedures for secondary school occupational students to assure increased effectiveness of programs and to provide greater opportunity for senior high school students to participate in community college occupational programs leading toward advanced technical and business training.

13. Deans of Instruction, with the support of District Planning Services, District Advisory Committee, and Joint Apprenticeship Council, should determine and develop a recommendation for the most effective program of apprenticeship offerings which can be developed to serve the needs of the labor force of San Mateo County.

SECTION 7
STUDENT SERVICES PROGRAM

STUDENT SERVICES PROGRAM

Student Services, as an integral component along with Instructional Services, is a fundamental part of the total educational process for the student. Further, it is recognized that the District has a responsibility to serve all segments of the community, and that each student who comes to our Colleges is unique. The District should, therefore, provide a broad range of student services, such as counseling, guidance, tutoring, financial aid, career development, job placement, testing for self-analysis, and health services.

Goal Related to Student Services Program

The Colleges of San Mateo Community College District shall:

6. provide comprehensive guidance, counseling, and other student services.

Objectives for Achievement of Goal

The Colleges shall achieve this goal by:

1. providing student services to meet the changing needs of diverse groups, being flexible in program length, location, and scheduling, offering the opportunity to learn basic academic skills, and being open to the introduction of controversial issues;

2. being responsive to all segments of the community, recognizing the need of each individual to develop a sense of self-worth and self confidence and to be capable of having an impact on society;

3. encouraging individuals and offering support services to create a climate that allows students to enter, participate in, and leave the educational system with personal pride and a sense of accomplishment;

4. encouraging those affected to participate in planning and evaluation, including the ongoing assessment of programs in comparison with needs;

5. providing opportunities for development of the basic educational skills necessary to attain academic, occupational, and personal goals;

6. assisting in the development of multi-cultural and non-traditional programs which will attract a greater range of students;

7. providing opportunities for students to develop skills in analysis, critical thinking, and decision making;

8. providing for the ongoing development of student and staff resources;

9. providing a variety of student services, including student activities, career information, academic advising, personal counseling, financial aid assistance, child care, and transportation assistance;

10. encouraging a climate of mutual trust and respect among students, faculty, staff, administrators, and the Board of Trustees, and maintaining a spirit of academic freedom throughout the Colleges;

11. providing due-process recourse procedures for students in educational matters pertaining to the individual College programs.

Requisites for Meeting Goal and Objectives

To meet this goal and these objectives, the Colleges should:

1. establish a District/College/Community Advisory Committee, comprised of community, students, faculty and staff members, which will analyze the needs of diverse groups in our changing society and make specific student service program recommendations;

2. develop programs to help faculty become more aware of the wide range of individual student differences, so that they may learn to deal more sensitively and constructively with their students;

3. assure that students have voting rights on appropriate College committees;

4. develop a common, District-wide, simplified admission and registration procedure;

5. provide counseling services at all stages of a student's involvement with a College;

6. actively recruit non-traditional students and effectively address their needs;

7. provide an adequate data processing system for handling and updating student records;

8. develop an ongoing evaluation program to measure the effectiveness of counseling and program advising, registration, tutoring, career centers, women's re-entry, minority programs, and student activities;

9. initiate new services and improve existing services for both day and evening students in the areas of individual diagnostic testing and job attainment techniques;

10. assist in the provision of viable and realistic multi-cultural and non-traditional programs;

11. recognize student service needs associated with age, race, sex, previous educational background, students from other countries, and limitations of the physically handicapped;

12. provide extensive in-service programs for all personnel involved with student services;

13. improve the coordination of student service activities with instructional programs;

14. respond to the transportation needs of students throughout San Mateo County, including inter-College transportation;

15. coordinate efforts to insure maximum utilization and minimum overlap of such student services as career development, work-study, student job placement and cooperative education, financial aid, scholarship and loan programs;

16. establish a uniform District scholarship and financial aid policy;

17. provide comprehensive tutorial services for students;

18. institute common College policies, procedures, and requirements for admission, registration, and record-keeping as they affect student enrollment at one or more of the Colleges and the student's progress toward his educational goal;

19. develop uniform policies for credit by examination at the three Colleges;

20. develop uniform College policies concerning student disqualification and dismissal.

Potential Problems and/or Conflicts

1. To institute common student service policies, procedures, and requirements would mean one set of rules and regulations by which to govern all three Colleges. There would be a resultant loss of College autonomy; in essence there would be one College with three campuses. Uniformity would present faculty committees from establishing individual College policies.

2. In order to relieve students' anxiety in the admission and registration process at the Colleges, it may be necessary to have computer capacity with on-line terminals, a system that might be too expensive the District.

3. If the course offerings of all three Colleges were to be published as a single document, it is possible that students at individual Colleges would be confused as to what was offered at their College. This problem does not exist with separate schedules of classes.

4. If each College were to recruit students actively, care would have to be taken to avert competition for the same student among the recruiters of the three Colleges. Presently, student services staff members meet with counselors and students of each high school in their respective areas.

5. Providing individual diagnostic testing for evening students would require additional staff. Diagnostic testing now is offered only to day students.

6. The need for child care services has been recognized by the Colleges; however, the Board of Trustees has not approved the financing of such a program by special taxation.

7. A team approach to counseling on the campuses would require both the reassignment of office space now used by faculty and counselors, and the reassignment of classroom space.

8. Student transportation is an expensive undertaking and might be considered the responsibility of local and/or County government. The City of San Mateo has bus service to College of San Mateo; however, no city offers bus service to either Skyline or Canada, or among the Colleges.

9. Some minority programs offer tutorial services to their students. To eliminate these services or to combine them with the general College tutorial program would be a change in philosophy at College of San Mateo. Skyline and Canada have only one College tutorial program, whereas CSM has a general tutorial program in addition to a minority tutorial program.

Recommendations for Change

Timelines for the development and implementation of the following recommendations for change will be established by the District Council in concert with Planning Services, with appropriate assignment of Management Tasks to individuals stated in the recommendations.

1. The Deans of Students, in cooperation with student government leaders, should institute a program for student participation in the governance of the Colleges and District which will gain students' interest and active participation. Furthermore, the Deans of Students, Deans of Instruction, and the Presidents of the Faculty Senates should grant student voting rights on appropriate College committees.

2. The Deans of Students should implement a faculty in-service training program to insure that instructors are aware of all student services offered by the Colleges.

3. The College Presidents should assign staff to improve College publicity and communication with constituents so that the community will be better informed of the offerings of the College and District.

4. The Director of Planning, in cooperation with the Registrars and Business Services, should immediately begin to determine the feasibility of improved data processing capability, including on-line record updating, so that more efficient service can be offered in the areas of admissions, registration, financial aid, student records, program information, and other student services.

5. The Deans of Students should develop plans for expanded information services for prospective students, providing for effective communications to non-traditional students and other special groups.

6. The Deans of Students, working with the Director of Planning, should develop an evaluation process for student services using questionnaires to be completed by current and former students, informal discussions, and joint faculty/staff/student committees.

7. The Deans of Students should: (a) assign counselors who are committed to participate in in-service training programs leading to State certification, (b) increase the percentage of full-time counselors, (c) develop plans for team counseling to provide increased services for students, and (d) provide opportunities for peer counselor aides to be members of counseling teams.

8. The Directors of Financial Aid, in cooperation with the Deans of Students, should recommend a District-wide financial aid policy for implementation and, with District Planning Services, should prepare a District-wide request for federal student assistance funds each year.

9. The Deans of Students, in cooperation with the Director of Planning, should determine the feasibility of inter-campus transportation to enable students to attend other District Colleges outside their primary areas of residence. The Director of Planning should explore with the San Mateo County Transit Authority methods of improving transportation for students living in East Palo Alto, Menlo Park, Daly City, Westlake, and South San Francisco.

10. The Deans of Instruction and Deans of Students should provide and coordinate tutorial services on each campus which are easily accessible to all day and evening students.

11. The Deans of Students should review the facility and staffing differences among student services at the three Colleges, including plans for the extension of student services to evening and Saturday programs. They should also review the development of uniform student services policies and procedures, and prepare recommendations for District Council consideration.

12. The District Master Planning Committee recommends the establishment of child care facilities.

13. The Deans of Students, in cooperation with the Deans of Instruction, should develop recommendations for improved health services.

14. The College Presidents should prepare recommendations for improved services and consolidation of efforts in support of non-traditional college students.

15. The Deans of Students, Deans of Instruction and Registrars, in cooperation with District Planning Services, should develop uniform application forms for admission, academic records, testing records, registration forms, class numbers, catalogs, and student service records, and uniform student identification cards.

16. The Deans of Students, in cooperation with District Planning Services, should develop plans to provide student services facilities where appropriate throughout the College campuses.

Section 8
COMMUNITY SERVICES

COMMUNITY SERVICES

The District Master Planning Committee evaluated each of the ten goals formulated as a result of Charrette I and selected four as particularly relevant to Community Services programs. The implications of these goals were further articulated in five objectives. Each of these objectives was then subjected to the following questions:

1. What should be done to implement this objective?
2. What are the implications, problems, or conflicts with current practice?
3. What are the appropriate recommendations for change?

Current practices related to these objectives were ascertained from appropriate technical reports, information supplied by two of the Community Service administrators who were guests at Charrette II, and interviews with each of the Community Service administrators.

The programmatic recommendations contained in this section are a result of an analysis of Community Service offerings at the three Colleges through four different formats: one showing 1974-75 programs in terms of the number of short courses, semester-long courses, concerts, single events, and special events at each of the Colleges; another tracing 1974-75 programs to the most obviously related areas of subject matter or discipline origins; another grouping programs into three functional categories of Community Service for the years 1970-1971, 1972-1973, and 1974-1975; and finally an analysis of programs grouped according to whether they dealt principally with: (1) communications and language; (2) science, mathematics and technology; (3) health, physical education, and recreation; (4) personal enrichment and self-development;

(5) business, management, and public administration; (6) consumerism and do-it-yourself skills; (7) community service and development; (8) occupational education; (9) contemporary social and political issues. This last-mentioned analysis covers the academic years 1970-1975, and is contained in the Community Services technical report along with further detailing of the objectives, problems, and recommendations dealt with in this document.

Community Service Programs

Underlying the DMPC's analysis of and resultant recommendations for community service programs is the firm belief and conviction that mutual trust and respect are essential elements which condition the effectiveness of the goals and objectives the DMPC has developed for Community Services. These goals, objectives, and recommendations for change are advanced in order to strengthen and expand the District's Community Service programs and to ensure that the District provides a broad range of cultural, recreational, and educational programs which are:

- developed in conjunction with civic, service, social, and professional organizations and residents in San Mateo County;
- addressed to contemporary problems, interests, issues, and needs as perceived by the community;
- characterized by flexibility in teaching methodology, delivery systems, classroom location, curricular content, and teaching personnel;
- community-centered and community-related in their orientation;
- characterized by an emphasis upon immediate response to community needs.

Goals

Although these goals are referenced in other sections of this Plan, they differ in their application to Community Services in two principal ways:

1. Most Community Services activities are short in duration and are characterized by the capacity for immediate response to an identified need.

2. Community Services focus both on the individual and on groups. The community development function, however, is a unique College service which is focused on identified group or organization objectives rather than on individual objectives.

The Colleges of San Mateo Community College District shall:

1. offer occupational education programs, in cooperation with business, industry, labor, and public service agencies, which are directed toward skills improvement, training, and retraining for employment;

2. offer general education to acquaint students with the broad outlines of human knowledge and to assist them in developing a sense of self-worth, self-confidence, and the capacity to have an impact upon events;

3. structure their programs as continuing education opportunities, responding to the lifelong learning needs of the community;

4. provide Community Services which include community cultural activities, programs for enrichment, recreation, and assistance in

identifying and resolving community issues and problems.

Objectives

The Colleges of San Mateo Community College District shall achieve these goals by:

1. identifying the diverse needs of the community in order to provide a broad range of programs which respond to social change, are flexible in program length, location, and scheduling, deal with controversial issues, and involve community, faculty, and students in program initiation and evaluation;

2. providing public information including schedules of programs, courses, cultural, recreational, and community activities, as well as information on the availability and use of District facilities and public mailings of the Board of Trustees' meeting summaries;

3. providing opportunities for multi-cultural program development which encourages the enrollment of non-traditional college students;

To Meet These Objectives

The Colleges of San Mateo Community College District should:

1. identify diverse community needs by developing advisory groups, updated community needs assessments, demographic studies, official liaison with community services groups and public agencies; establish an open-door policy for community input; monitor media and legislation, and survey the faculties and students for identified interests and needs;

2. offer a broad range of programs which meet the interests and needs identified above, and insure that people in all areas of the District are adequately served;

3. be responsive to social change by offering programs which reflect current local, State, and national problems, and which aid in adjustment to altered occupational, psychological, or family status;

4. be flexible in program length, location, and scheduling, offering single events, seminars, morning, afternoon and evening classes, off-campus classes, and on-site courses;

5. deal with controversial issues in debates, town meetings, and presentations of a variety of perspectives including minority points of view;

6. involve community, faculty, and students in program initiation and evaluation, requiring the use of surveys of those who have attended programs, evaluation by advisory committees, self-evaluation by instructors and groups, and evaluation by Community Service administrators. In addition, the community, faculty, and students should be encouraged to bring suggestions and concerns to the attention of the Community Service offices in order to broaden and make more relevant the community offerings;

7. have an identified public information function which would work with the Community Service office in the development of brochures, announcements, schedules, etc., in addition to assisting other segments of the College. There should be a coordinated effort to

supply information concerning the offerings of all three Colleges;

8. develop a District-wide mailing list or a District-wide brochure for Community Services so that information is available to residents concerning District offerings and duplication of mailings can be avoided. All the program offerings of the Colleges should be made known throughout the District;

9. develop a system which will generate student profile information for the purpose of characterizing those who attend Community Service programs. SMCCD should design an aggressive effort to identify non-traditional students and create programs which meet their needs;

10. offer a variety of experimental programs aimed at the total spectrum of the community population and insure that administrative regulations do not prevent the offering of such classes on the basis of low enrollment;

11. strive for a balance of faculty from the community and Colleges.

Potential Problems and/or Conflicts

This section identifies problems that might be encountered in the pursuit of these goals and objectives, and points to possible limitations or conflicts inherent in attempting to achieve these objectives.

1. Community Services properly works with service, social, and professional groups, public agencies, planning groups, special-interest groups and individuals. To what extent can it serve all these

interests, and what should be the proper balance of service to each? The scope of this endeavor naturally produces the problem of appropriate priorities.

2. District-wide, there appears to be a broad range of offerings; however, it must be noted that both among Colleges and within Colleges there appears to be an imbalance. For instance, in the category of business management and public administration, neither Canada nor Skyline has any course offerings in 1974-75. Some imbalances in programming can be explained in terms of the directors' philosophies, the interests of divisions in participating in Community Services, or even perhaps the unusual demands of a particular service area. Clearly the smaller Colleges at this time simply do not have sufficient funding to cover the whole scope and range of community services.

The distribution of course offerings throughout the District is seriously out of balance. Skyline and Canada Colleges have much smaller programs than does College of San Mateo; yet the major population service area is that of Skyline College. It is significant to note that 73% of the program funds are allocated to CSM, while Skyline receives 12.8% and Canada receives 14.2%. Can these imbalances be corrected without changing the concept of "autonomy," without facing increased taxation, or without diminishing the level of services to central area constituencies? It does not appear that these problems can be avoided. A decision on priorities will need to be made.

3. Can Community Services deal with controversial issues, including minority points of view, as well as being responsive to social change, without endangering public support? What is the extent of Community Service development functions * and how can such programs be limited to an "educational" orientation? How can the Colleges avoid the temptation to become "super-agencies" of comprehensive involvement and activism which might damage the legitimacy of their educational functions? Community colleges, of all the State's systems of higher education, are without insulation from their constituencies. Voiced opinions can have quick and decisive impact on the local institution.

4. To what extent can Community Services share with other major educational components of the District (transfer, vocational, and continuing adult education units) a single needs assessment system? Do the peculiar functions of Community Services, such as orientation to the needs of the community and to groups, require a separate or supplemental needs assessment effort? If Planning Services is to provide meaningful and useful data for certain Community Service functions (e.g., community development), additional instruments and surveys will need to be created which focus on the group rather than the individual.

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* Community development functions and activities primarily focus upon cooperative efforts with community organizations, a-encies, and institutions to improve the physical, social, economic, and political environment of the community. Examples are: housing, transportation, environmental issues, human relations, and public safety.

5. As Community Service programs aggressively seek out the non-traditional student, offering classes in off-campus locations, how will Community Services distinguish its constituency from the adult education efforts of the secondary schools? What coordinative efforts will be needed to insure against unnecessary duplication of programs between the Colleges of the District and the high schools in the County?

6. To what extent can Community Services share in or utilize common program evaluation systems of the other major educational units of the College? The Community Services curriculum tends to be oriented to needs and problem-solving, interdisciplinary, often group-oriented rather than individual-oriented, topical rather than disciplinary, serving largely non-traditional students rather than traditional, and purposefully experimental rather than traditional or permanent and repetitive. All these characteristics suggest that Community Services offices will have to create appropriate systems of evaluation.

7. If all Community Service programming were printed in a common brochure, would administrative or coordinative requirements ultimately lead toward a centralizing of Community Services? Since one of a College's major instrumentalities of broadening its identity has been the Community Service program and activities at each of the Colleges, would a common brochure significantly diminish the uniqueness of the individual Colleges?

Conflicts will occur:

1. between the largest College and the smaller Colleges if balance is achieved by a reduction of existing Community Services in the central portion of the County; and conflict will continue between the smaller Colleges and the largest College if the problem is not addressed, since two of the administrators believe the major reason for programmatic imbalances among the Colleges is the imbalance of fiscal resources;

2. between the high schools and the Colleges of the District as each attempts to serve the same community;

3. between the Colleges and the District Office if program evaluation is based upon differing objectives of the Colleges and the District Office;

4. between the various segments of the community as the Colleges assume expanded community development functions and deal with more controversial programming and services;

5. between on-campus and community-based groups as the Community Service program strives to provide a set of services and curricula on the basis of needs assessments that are client- and community-oriented with less emphasis on traditional disciplines;

6. between on-campus personnel and Community Service administrators as Community Services moves towards community-based classes in off-campus locations and taught by the non-credentialed community

experts. The evaluation of Community Service programs taught by credentialed faculty but evaluated by community-based standards also has potential for such conflict;

7. between program administrators and Community Service administrators whenever Community Services uses District general fund monies to finance Community Service activities that are not self-supporting or supported by the permissive tax override.

Recommendations for Change

The recommendations noted in the paragraphs which follow should be dealt with as components of a District-wide reorganization of Community Services, rather than implemented individually by the three Colleges. The recommendations deal with District-wide problems and therefore require organizational attention and certain District-wide uniform operation procedures as suggested in the Community Services technical report.

1. The District Council should determine which of the administrative operations and organization recommendations of the Community Services technical report shall be adopted as uniform District procedures.

The Chancellor should request a staff study to determine what changes and revisions of District Rules and Regulations will be required as direct result of adoption and implementation of any of the recommendations of this report.

2. Community Services should develop specific Community Service objectives for each of the Colleges against which programmatic

and all other Community Service activities can be evaluated. These objectives should be updated annually and be used as the major reference framework for periodic Community Services reports to the Board of Trustees and the public.

3. Community Services administrators and Planning Services should develop a plan for presentation to the District Council that would:

   a) declare those areas of Community Services which must be coordinated among the Colleges;

   b) create comprehensive and uniform formats that make possible comparative studies of Community Service programs and activities among the Colleges for:

      - budget reporting,
      - annual program reports,
      - attendance reporting and required data necessary to produce a useful student profile for programmatic planning,
      - program evaluation, and
      - management standards and policy on class cancellation.

4. Each College should establish a public information office whose responsibilities would include working with the Community Service office as well as other sections of the College.

Such public information officers should have specific responsibilities through the Community Services offices to coordinate mailing lists, print schedules, and act as inter-College liaisons to reduce duplication of mailings

and printings, and to call attention to course proliferation. A District-wide unduplicated mailing list should be constructed as one of the initial tasks. The possibility of a single District Community Services brochure should be given careful study by Community Services personnel and the public information officers, and discussed in a report to the District Council. Such a brochure would insure that all segments of the District would be informed of all Community Services activities and programs in the District.

5. The Board of Trustees and the Chancellor should initiate appropriate action to rectify the unequal availability of Community Services in the District.

A fiscal and administrative plan to rectify this problem should be developed for the Chancellor and submitted to the Board of Trustees for approval and implementation. The plan should have its chief objectives:

a) to equalize Community Service opportunities for residents of the District;
b) to provide for a coordinated, balanced, and comprehensive set of services and activities for all District residents;
c) to insure that the plan does not inadvertently discriminate against any specific populations or geographical areas of the County;
d) to insure that any corrective action does not result in a reduction of the present overall level of services.

6. Community Services administrators and Planning Services should develop a coordinated plan for submission to the District Council that creates both a leadership and coordinative role for the

three Colleges in the area of community development functions. The plan should:

a) identify current and continuing local issues, and recommend specific Community Service efforts to facilitate solutions to these problems;

b) insure that all community development efforts of the Colleges are articulated and coordinated both among the Colleges and with Planning Services;

c) provide for coordination of continuous communication with organizations, associations, and agencies which are set up on a County-wide basis;

d) provide for systematic and regular assessment and projection of community development needs;

e) explore the full range of possible Community Services that could be utilized to expand the community development function, and assess the College capabilities in each of the suggested modes of service (e.g., the use of television and radio for the community development function);

f) provide for a committee for community development services relating to County-wide problems that would both recognize and utilize the various strengths of each of the Community Service administrators and other College personnel.

7. Planning Services, in consultation with Community Services personnel, should design special community needs assessment instruments and opinion questionnaires. Results from the surveys and community needs assessments should be incorporated in the construction of

Community Service programs at all three Colleges (see Recommendation 7 of Educational Programs for further detail).

There is a need for a scientifically designed and continually updated community needs assessment that is sensitive to the unique character of Community Services. Both demographic and client-opinion community surveys are needed on a regular basis. Faculty and student surveys designed to ascertain perceptions and interest are also needed.

8. The Community Services administrators at the Colleges should expand the community development functions of their institutions that focus on cooperative efforts with community organizations, agencies, and institutions to improve the physical, social, economic, and political environment and the quality of life of the community.

The Community Services administrators should meet on a frequent and regular basis to coordinate community development functions, especially when College endeavors involve a County-wide group, agency, or organization. Discussion should be initiated between the administrators and Planning Services on development needs that would utilize the strengths of each of the Colleges in attempting to create a significant partnership and broker's role in the resolution of community-based problems.

9. Community Services administrators and Planning Services should study the feasibility of expanded and alternative media models for the delivery of Community Services to the community. Radio, television, and other news media should be evaluated for their potential to penetrate and permeate the community and serve as

a useful resource to the community for community development functions. The study should:

a) identify both potential audiences (e.g., senior citizens, children, the handicapped) and potential uses by various community groups to facilitate community development functions, such as a communication network for local agencies and organizations (e.g., senior citizens newscast and announcement hour by senior citizens);

b) determine cost feasibility;

c) be submitted to the District Council.

10. Community Services administrators should initiate discussions among themselves and other appropriate personnel to discover ways in which the Community Service programs at each of the Colleges can successfully broaden and offer more information of public interest to citizens of the District on topics dealing with controversial and contemporary social, philosophical, and political issues.

The location of San Francisco International Airport places San Mateo Community College District at the crossroads of many major national and world travel patterns. Efforts should be made by Community Services to explore potentials for bringing major figures of the national and the world scene to specific community organizations and the community in general for the purpose of building a better informed citizenry.

11. Planning Services and Community Services administrators should consider the feasibility of Community Services assuming the

responsibility for issuing a "community calendar" and newsletter that would focus upon planned major events, activities, and regional civic hearings or reports of significant importance to the County.

Investigations should be made with the various agencies and organizations that have regularly or intermittently provided such a service to determine whether a single agency could effectively render this service in a manner that would be of mutual benefit to all partices.

12. The Community Services administrator at each of the Colleges should administer on a regular basis a formal survey designed to ascertain the perspectives and interests of students and faculty.

The survey instrument should be jointly developed by the Community Services administrators and Planning Services. Results of the surveys should be analyzed, compared to community perceptions of need, and utilized in the planning of Community Service activities. The instrument should be designed to:

a) elicit open-ended information from faculty and students regarding their needs, perspectives, and interests;
b) explore the possibilities of joint or cooperative activities between the Community Service and Student Activities offices;
c) explore the potential of Community Services offices to play a direct and/or supportive role in staff development and in-service training of faculty and administrators.

13. Community Services administrators should work cooperatively with Planning Services to identify the special needs of ethnic minority communities, and make increased efforts to create programs and activities designed to meet these identified needs.

A systematic survey of the minority communities should be undertaken. Utilizing survey findings, Community Service administrators should design and attempt several controlled pilot programs. These programs should be carefully evaluated. The express purpose of such pilot programming would be to generate useful insights for expanded Community Service efforts to minority communities.

14. Planning Services and the Community Services administrators should make a concerted effort to ascertain who is being served by Community Services programs. When compared with community demography profiles, such student profiles would also reveal who is not being served by Community Services programs.

Assuming that such information would be helpful in identifying non-traditional students, special offerings (e.g., a program designed to upgrade workers or a special orientation program for newly arrived immigrants) might be created for such students which could lead to greater multi-cultural attendance in regular College programs. Exposure to the College through Community Service classes designed to meet specific and personal needs would serve to reduce anxieties that may be inhibiting residents from considering additional formal educational experiences. Further, the College would impact and permeate previously untouched segments of the community which might otherwise remain totally unaware of the community college resources available to them.

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